**** **Lauren Greenhill**

**11/26/12-11/30/12**

**NELA Internship Weekly Activity Log**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Teacher**  **Observation** | **Teacher**  **Evaluation** | **Teacher**  **Mtgs** | **Building Meetings** | **District**  **Meetings** | **Community Mtgs/Contacts** | **Extra-**  **curricular**  **Events** | **Management Tasks** | **Other** |
| **Monday** |  |  | **Mtg. w/ Heather Wynne (ESL teacher)** | **Admin Team Mtg.** |  | **Mtg. w/ Amir Edwards’ mother** |  | **AM, Lunch, and PM Duties** |  |
| **Tuesday** |  |  |  |  |  |  |  |  | **NELA** |
| **Wednesday** | **K & 1st Grade Walkthroughs (Clements, LaChance, Chang, Patton)** |  | **EC PLC** | **Faculty Meeting (led)** |  |  |  | **AM, Lunch, and PM Duties** | **Mtg. w/ Tom Williams** |
| **Thursday** |  |  | **3rd PLC**  **K PLC** | **Admin Team Mtg** |  | **Mtg. w/ Lifetouch Rep.** |  | **AM, Lunch, and PM Duties** | **Started working on data wall for Kelvin** |
| **Friday** |  |  | **Reading PLC** |  |  |  |  | **AM, Lunch, and PM Duties**  **Worked on Monday Monitor** |  |

**Reflection on Weekly Log:**

* **When teachers begin to build schedule for x program by themselves, there are often ulterior motives—EVALUATE EVERYTHING FROM AS MANY ANGLES AS POSSIBLE BEFORE GIVING A RESPONSE.**
* **Have a process in place for how you handle items when they are brought to your attention, even if it’s just a verbal “form letter.”**

This week, I’ve been thinking a lot about the competency of responsiveness, and knowing when and how to respond to concerns when they arise. The first mantra I’ve adopted in this area (after several situations I’ve encountered) has been “WAIT, and EVALUATE.” Resisting the very strong urge to give an answer in the moment you’re asked for one can save you a lot of heartache and potential retractions/apologies; teachers may be frustrated that you can’t give an answer right then, but I have tried to build and earn the reputation of always following up when I say I will, so teachers now understand that when I say I will bring up their concern or get an answer for them, I am going to do that.

In terms of responsiveness, I think it’s also beneficial to have a set process in place for yourself when issues come up, and to be as transparent as possible about that process with your staff. For example, if your process is that you “huddle up” with your administrative team before making any major decisions, it helps if your teachers know that you consistently do this; they will perhaps understand more clearly if you *don’t* give them an answer immediately. In addition, your process can protect you from questions about why you handled things a certain way, or why you didn’t get to this item until x time; you can point them to your established process for ALL decisions, and the methodical nature of your approach may be your best defense.